Reading/Writing to Learn Components – The Big Picture

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| Vocabulary “How are students learning key vocabulary in your class?” | * Provide visual clueing or environmental imprinting through the use of word walls. * Embed verbal rehearsal by checking for understanding during discussions, requiring specific vocabulary to be used, practice with word cards and think-pair-share. * Use thinking maps to organize vocabulary categorically, with pictures, in models, and real world examples; associate similar and dissimilar concepts; associate attributes, characteristics and concepts. * Incorporate analogies to show how one set of concepts has similar relationships to another. * Share Latin and Greek origins or word families, create vocabulary clusters with similar root meanings. |
| Text Use“What kinds of text do your students access in and out of class?” | * Incorporate reading daily, using large doses of nonfiction text. * Select and provide students with high quality, grade level text that is complex and supported with ongoing, direct and explicit instruction. * Select and provide students with text matched to student level to help students build their background knowledge independently. * Use anchor texts to model how you use specific comprehension strategies to understand. * Teach students to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * Incorporate a wide variety of text materials including seminal works, newspaper and journal articles, reference materials, poetry, songs, and textbooks. |
| Reading Process Strategies “How do you help students understand what they read?” | * Use a variety of strategies to help students increase understanding of text using direct explanation, modeling, guided practice and opportunities for application: predicting, clarifying, determining importance, summarizing, inferring, evaluating, justifying. * Use text dependent questions that require a student to closely read the text in order to determine what a text says explicitly and make logical inferences from it. * Teach students to delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. * Teach students to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas * Teach students strategies to fix-up their comprehension. |
| Idea Processing Strategies “How do you help students organize and understand concepts, ideas and other information?” | * Teach and invite students to hold their thinking while they read by coding text, using sticky notes, double entry diaries, or other graphic or semantic organizers. * Teach students basic constructs for organizing thinking: compare/contrast, classification, describing, sequencing, cause and effect, whole/part, analogies, defining in context. * Teach students to take notes instead of copying notes – begin with purpose, and move to determining importance, summarizing, self-generated questioning, review and revision. * Apply intellectual standards of accuracy, logic, depth, breadth, clarity, fairness, relevance and precision to thinking in order to check the quality of reasoning about a problem, issue, or situation. * Notes should be in both linguistic and nonlinguistic forms, including idea webs, sketches, informal outlines, foldables, and combinations of words and schematics. |
| Written Process Strategies “How do your students communicate their knowledge and understandings in writing? | * Incorporate writing daily, for short periods and over extended time frames * Model and use a variety of structures to express ideas in a written format: description, information, inference explanation, argument, summary, analysis, hypothesis formation, and data response. * Teach students to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * Teach students to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. * Provide models and exemplars of the different types of written responses you assign. Demonstrate to students exactly why these models are proficient or advanced. |
| Student Dialog and Grouping “What strategies do you use to support verbal articulation and processing?” | * Provide processing pauses (Think-Pair-Share) every 7-12 minutes at the secondary level - verbal collaboration moves thinking to the frontal lobe of brain where higher-level thinking takes place. * Intentionally plan for whole group, small group, paired and independent venues based on readiness, student interest and instructional scaffolding. * Use non-volunteer questioning methods that ensure universal engagement. * Use “talk moves” to extend thinking by asking students to revoice what has been stated, restate another’s reasoning, apply their reasoning to another’s, prompt for participation, and use wait time. * Create norms and expectations for each of these different settings. * Model and provide descriptive teacher feedback to students; teach students to do the same with peers. * Create authentic speaking and listening experiences – relevance is key, think about the purposes of speaking and listening in your adult life. |